



Relationships and Sex Education (RSE) Policy 2022

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Introduction

At Durham Lane Primary School, we aim to provide our children with the skills and knowledge that they will need to develop positive caring relationships as children and the fundamental building blocks that will enable them to build and maintain strong relationships throughout their lives. Our RSE policy sets out the ways in which we intend to do this and ties in closely with our PSHE policy which also relates to how children interact and build relationships with each other and as adults.

Although the 'Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019' (updated 2020), makes Relationship Education compulsory in all primary schools, Sex Education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.

Intent

Our approach to RSE is linked very closely to our PSHE (Personal, Social and Health Education) programme of study. In addition, we follow a structured plan which addresses the statutory aspects to be taught in the government guidance for RSE, as explained in the document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which was updated in July 2020. Children need to develop an understanding of the value of relationships and how to develop relationships based on respect, kindness, honesty and trust.

Children learn about the changes they will experience as they approach sexual maturity and education on this matter should start well before the onset of puberty in order to minimise any anxiety for pupils. The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. It will enable them to make responsible and well-informed decisions about their lives. A high-quality, sensitively delivered programme of Sex Education is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and embarrassing. We aim to give children a safe space to ask the questions they may have and to be clear about how their bodies will develop and how a baby is conceived, as set out in the National Curriculum for science.

Implementation

At Durham Lane Primary School, we believe that effective Relationships and Sex Education is best achieved through a whole-school approach, which ensures that the content is appropriately set for the age and maturity of the pupils. This includes involving parents and carers, giving staff appropriate training and support and ensuring that pupils' views are listened to.

Our RSE programme will provide:

- Accurate, factual information about physical development and human reproduction
- Lessons tailored to the age and maturity of pupils
- Progression of skills and understanding as the children mature
- Opportunities for pupils to ask questions without fear of embarrassment
- Support in preparing children for their future lives and the decisions they will have to make
- Encouragement for pupils to make their own informed judgements

- Mutual care and respect for others and increased self-esteem
- Understanding of how to build positive relationships
- Respect and sensitivity when discussing families that may have diverse structures

Our teaching approach will:

- Be sensitive towards the needs of all pupils and considerate of their age and development
- Respect children's different points of view and backgrounds
- Provide a safe space for children to share their feelings and questions
- Seek to use a range of strategies to appeal to children's learning styles and overcome barriers to learning.

RSE objectives have been woven through our PSHE long-term plan in order to make links within the children's learning experience. For example, learning on puberty has been placed alongside our PSHE unit 'Growing and Changing'. Each teacher will develop their own resources and approaches which best suit the needs of their pupils, but resources from the CWP scheme of work for RSE are available for all year groups and make a good starting point. RSE is delivered sensitively and at an age-appropriate level throughout school. For example, using the correct terminology to name private parts is part of our teaching as children learn about body parts from Reception onwards. This enables children to become comfortable with using the correct terms before they reach an age where they may feel embarrassed. Focus on the changes experienced during puberty begins in Year 4 and continues into Years 5 and 6. During Years 5 and 6, pupils are also introduced to the basic principles of human reproduction.

Parental Right of Withdrawal

As stated in the 'Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019' (updated 2020), 'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.' Parents who wish to request that their child be withdrawn from Sex Education should do so by contacting the Head Teacher. Our staff are fully aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. Parents will be notified whenever this policy is under review and letters will be sent to parents/carers to inform them when sex education is being taught. Copies of this policy will be available for parents and carers via our website. In the event of a parent wishing to withdraw their child, staff would always endeavour to talk to the parents to find out what the issues are, to advise parents and put their minds at ease. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate information from their teachers rather than it being left to their peers or the internet.

Equal Opportunities

Every child is entitled to receive Relationships and Health Education, regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. RSE is taught through both science and PSHE which are taught to all pupils. We strive to create a safe and supportive learning environment, creating an ethos of trust and open dialogue with pupils by establishing clear ground rules, managing sensitive and controversial issues and developing a clear understanding of confidentiality. It is

our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development and with differentiated provision, if required.

Child Protection

Teachers and other adults involved in teaching RSE may hear disclosures that suggest/indicate that a pupil may be vulnerable or at risk. We will ensure they receive appropriate support by implementing the Safeguarding Procedures as set out in our Safeguarding Policy. The teacher needs to report this immediately to either the designated or deputy designated safeguarding officer and must record exactly what the child has said onto our recording system, CPOMs.

Impact

The impact of the delivery of RSE at Durham Lane will be monitored by individual class teachers in the first instance and overseen by the PSHE coordinator. The PSHE coordinator will support colleagues in the teaching of RSE by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Pupils' progress in RSE can be measured by the behaviour, interactions and comments of our children. Children's learning in this subject area is recorded in a variety of ways. The PSHE coordinator may collect examples of these activities, where appropriate, as evidence of children's learning and the impact of our scheme of work. The coordinator will also look at teachers' notes of pupils' interactions as evidence of their understanding and progress. Monitoring visits are also undertaken to ensure that implementation of the long-term plan is effective throughout school. At the end of their primary education, pupils should have a sound understanding of how to build strong, positive relationships, in all their forms, knowledge of the changes they will face physically and emotionally as they reach adolescence and a deeply rooted sense of self-respect and worth. With these tools, our pupils will be well prepared and informed for the decisions they will need to make as they grow up.